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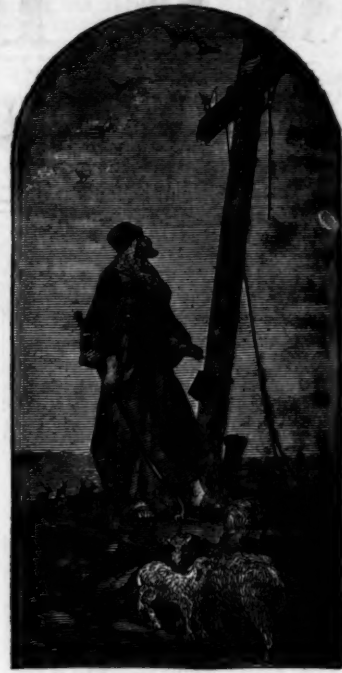
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New York, November 6, 1880.

We have sent bills to all our subscribers whose subscriptions are due or about to expire. Please respond promptly.

### What Is Success in Teaching?

Some erect one standard, and some another, by which the success or failure of a teacher's work is to be measured. The parents settle the question by the marks given, the promotion, the medals. If their children fail to shine as brilliantly as they expected to see them on examination day, they are dissatisfied. Examination day has its value, but it cannot test the teacher's work and the scholar's progress. It is a day on which the one with the best memory gets credit as the best scholar. And too frequently the teacher who is the most skillful in getting up the program with generous scenic effects is regarded as having met with great success.

The interest which the pupils take in their studies, is a pretty good standard. A genuine interest shown by a child for his studies is a far better sign of a good, faithful teacher, than is promotion or even high marks. Progress or movement through the grades is not a good criterion.

One teacher may put his pupils through twice as many books as another, and not teach them one-half as much. A teacher who sees his day's work before him in the shape of a boy and a book, which in some way are to be got together, will not meet with success, because it is against nature.

The teacher must work with nature, and all will go well. The great thing is to rouse up a general earnestness to do well. To get the pupil on the track is half the battle. To instill habits of application is nearly all that can be done. Not paces, but progress. It is true that such a teacher will be misunderstood by all but the pupils themselves. But what of that?

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"Why, Miss Green, I thought you were up in B—, teaching school?"

"I am on my way; just been examined. Got my certificate all right."

"You have good success up in B—, I hope?"

"Well, tolerable. The people are very nice, but it is thankless work."

"You must inform yourself all you can; there is a demand for the best kind of teachers. You should take the SCHOOL JOURNAL. That is a great help."

"No. Why should I? I don't count much on those things."

"I will tell you; things are changing rapidly in education. The teacher of to-day must be a live-worker, thoroughly conversant with the great advancements that have been made in the art of instruction. He needs to know what the leading men in his profession think and say, to comprehend their plans and methods. He ought to be posted in all the current educational news, and he should have that precise and definite knowledge of his art with which he may be a useful and successful teacher, or lacking which he moves without confidence and labors without skill."

"I dare say it has some good things in it, but I cannot take two papers. I take the *Ladies' Repository of Crochet Work and Latest Fashion Guide*."

"I see. This crimson shawl is the outcome. How long did it take to make that shawl?"

(Blushing.) "I'm glad you like it. It took me nearly a month to make that shawl. I worked night and day on it."

"So that you don't get time to read?"

"No; I've no time. *Curtain falls.*"

### Pin Money.

We hardly know whether we are not guilty of sacrilege in putting the above title to this article. For it will be inferred that there are those who convert their salaries into a fund dedicated solely to personal adornment. It is an old proverb that "A cat may look at a king," and so we shall venture to look at this subject. It is a fact that some women engage in teaching not from a love of it, nor for the good they will do, nor because they need the money, but simply and solely because it is a respectable way in which to earn the money they expend for dress, etc.

The New York *Tribune* refers to this with a contemptuous curl of the lip, nor do we see how this can be helped. A young man who desires to earn money to go to college may be pardoned for applying for work in the school-room; it is a bad practice to employ such, and parents should lay it aside. But this is a different case; it is the seeking of employment in the school-room for the purpose of getting money to spend on objects that could well be spared. Here is an instance:

Dr. —, one of the School Trustees of the — ward in New York city says:

"I was applied to by a very good-looking young woman for a position to teach. Her father being well-off, I asked her why she wanted teach. She frankly said that she wanted better clothes than her father would give her; and as she had leisure she meant to have them. This young woman got a place and kept it for several years. She

boarded at home and was thus enabled to dress very handsomely."

Of course she filled a place that could have been occupied by one actuated by nobler motives. It is to be feared there are many instances of this kind. We doubt whether such persons teach in the best sense of the word. They seek the business primarily for the good it will do them.

### The Sunday School.

One of the remarkable features of the educational aspect of the times is the growth of the Sunday-school. Considered in simply an educational point of view, the outlay, the course of study, the means taken to interest pupils, the furniture, maps, books, and finally the teachers employed challenge admiration. The question debated most of all is, how shall the standard of teaching be elevated. It may be said that hardly a school is to be found in which there is not a weekly gathering of the teachers for consultation and study.

Compare this with teachers in the public schools. In most of the cities there is no meeting of the Superintendent with the teachers to instruct and energize them. There is no weekly, monthly or even yearly gathering. In one they are paid, in the other they are unpaid. Is this the reason? Not at all. Not at all. The reason is that the superintendents of the public schools are too often unfit for their places. Those who cannot rouse an interest in their assistants had better study the methods of the Sunday-schools. The *Sunday-School Times* states the case;

"As regards the future of our Sunday schools, the one great desideratum is, undoubtedly, *better teaching*. They have no necessity to compare with this. The question which takes precedence of all others is: How shall the standard of teaching be elevated? School-rooms and class-rooms should be so built that, when a superior teacher is found, many scholars can be placed under his care. This will help also to retain the older scholars. In the finances also of the church the Sunday-school should find special and liberal provision. But especially must the pastor devote himself to the work of helping and training the teachers. Pastors should come instructed and prepared for this from the theological seminary. They are to give seed to the sowers. The pastor who fails to inspire and direct the Sunday-school teachers—generally the elite of the church—loses half his opportunity. Every parish should have its adult Bible class, which shall be also a normal class; and if his strength allow, and no other competent instructor is found, the pastor must conduct it. If in this class parents also are gathered, it must result in great assistance to the children with their lessons at home."

### The Movement Begun.

The Superintendent of the Owego schools, Mr. Drummond, has modified the course of study for the primary schools in a way that indicates good judgment. The subjects for each year and for each day of the year on Language, Numbers and Objects. As to how to teach them, the teacher is left to her own skill. This is a movement in the right direction. If a teacher knows his business he will know what to do and how to do it. There is no greater delusion than that the pupils of our schools are well taught, because there is an elaborate course of study; and it must be overthrown.

The writer was appointed to take charge of the Senior Department of a Union School in the Empire State, and on inspecting the course of study, saw that mathematics appeared to be taught from Numeration to the Calculus. As it hardly seemed this could be done for 600 children, with seven teachers, information was sought from the reverend gentleman, who was the principal. He explained that the printed "course" was for show only—"we teach them all we conveniently can."

This is the practical outcome of many, a finished course of study. It is far better to be honest and teach the children what can be taught and what ought to be taught, and in the way it should be taught. Language, Objects, Drawing, Numbers, Manners, Morals—these are what children need to know. The difficulty to be experienced for sometime, will be to find teachers who know what to do and how to do it. The teacher has



been accustomed to hear reading lessons and spelling lessons for so long that these have become ends in themselves.

The reform will start soon all over the country. Mr. Drummond will be followed by others, and it will be wondered that the "cut and dried" system was ever endorsed so long. A word on "Objects." To many teachers, this merely means a formal method of talking about a thing, as *wood*, for example. These talks are too often the dreariest things to be imagined. The teacher at the outset knows nothing about the object except what she has obtained from a mere inspection and so she cannot start any thought, or lead it after it has been started.

To teach language does not mean to teach reading and spelling, only it is something far beyond these too staple productions.

Let the movement go on, it will lead somewhere at all events. Much crude teaching will be indulged in, but that is the case now.

### Questions.

TIME—EVERY DAY.

1. What made you go into teaching, anyhow?
2. Now you are in it what makes you stay in it?
3. Do you teach better this year than you did last year?
4. Do you scold much?
5. Have you any "hard feelings" against any of your pupils?
6. Do you slight the poorly dressed and the unhand-some, or do you send your rain on the thankful and the thankless alike?
7. If a man, do you smoke? and if you do, do you think you ought to?
8. And still farther, do you drink—that is, even moderately? And if so, do you not think that you better have a "millstone" around your neck? (See Bible.)
9. Do you think you exert much moral force on the pupils in your school?
10. Are you sure, that, on the whole, they will be on the side of right as they grow up to be men and women?
11. Are you like that old heathen Confucius, who lived about 2,300 years ago, a student as well as a teacher?
12. Do you study upon the subject of education?
13. Who are the most marked names in education?—give five names.
14. Tell in about 100 words what were the principles of each?
15. Do you study how to teach?
16. Do you draw a line between education and reciting from memory?
17. Do you ever dare to think that much that your pupils learn is mere fashion, an outrage, because it is a waste of time?
18. Do you think you could plan out anything better?
19. Do you strive to see how much your pupils can do for themselves each day?
20. Do you ever think what faculties of mind are reached by a single study?
21. Does common sense direct all of your acts?
22. Do you respect your pupils for the efforts they make to do well?
23. Do you feel that you can claim that teaching is a profession as you practice it?
24. Do you think you adorn that profession?

THE ART MUSEUM in Cincinnati, to which Charles W. West gave \$150,000 on condition that the citizens raise as much more, is assured, as they have raised \$163,532.

HABITS OF FISHES.—It has long been known that fishes return to about the same place in the same rivers each year to spawn, but it is a recent discovery that they go up on the left hand side of the stream and coming down take the opposite side. Fishermen may be benefited by remembering this.

INCOMBUSTIBLE WOOD.—The following chemical compound is said to produce the result: Sulphate of zinc, fifty-five pounds; potash, twenty-two pounds; alum, forty-four pounds; oxide of manganese, twenty-two pounds; sulphuric acid of 60°, twenty-two pounds; water, fifty-five pounds; all of the solids are to be poured into an iron boiler containing the water at a temperature of 113° F. The wood is then taken out and laid in the open air, after which it is fit for uses of all kinds, as shipbuilding, house building, railway carriages and trucks, fence posts, wood paving—in short for any kind of work where there is any liability to destruction by fire.

### Science in the Public Schools.

The American Association at its meeting in Boston discussed this subject with an earnestness that obtained utmost attention from teachers. The committee say:

"The old ideal of a school is a place where knowledge is got from books by the help of teachers, and our public school system grew up in conformity with this ideal. The early effect of grading was to fix and consolidate irrational methods. The sciences were assimilated to the old practice, and the science teaching falls short at just the points where it was inevitable that it should fall short. The methods of school teaching and the habits of the teachers had grown rigid under the regime of book studies. As a consequence the science teaching in the public schools is carried on by *instruction*. Through books and teachers the pupil is filled up with information in regard to science. Its facts and principles are explained as far as possible, and then left in the memory with the other school acquisitions. The pupil learns the sciences as he learns geography and history. He is not put to any direct mental work upon the subjects of science, or taught to think for himself. As thus treated, the sciences have but little value in education. They fall below the other studies as means of mental cultivation. Arithmetic rouses mental reaction. The rational study of language, by analytical and constructive tasks, strengthens the mental processes; but the sciences are passively acquired in their results. This is not scientific education, because there is no practice in the scientific method.

"Science, as a means of training the faculties, in the various ways to which they are severally adapted, is not taught in the public schools. It is not made the means of cultivating the observing powers, or of stimulating inquiry, or of exercising the judgment in weighing evidence, or of forming original and independent habits of thought. The pupil does not know the subjects he professes to study, by actual intercourse with the facts, and becomes a mere accumulator of second-hand knowledge. But in education as in research, the first requirement of the scientific method is that the mind shall exercise its activity directly upon the subject-matter of study. Otherwise, scientific knowledge is an illusion; and there is no way so effectual to extinguish interest in natural things as to stop the mind with their symbols, which give only the semblance of knowledge. As remarked by Agassiz, the "pupil studies nature in the school-room, and when he goes out of doors cannot find her." This mode of teaching science, which is by no means confined to the public schools, has been condemned in the most unsparing manner, by all eminent men of science, as a *DECEPTION, a FRAUD, an OUTRAGE*, upon the minds of the young, and an *IMPOSTURE* in education.

#### OBJECT LESSONS.

"Nor has this criticism of the practice been without its effect. We are met by the statement that much has been done in the public schools to escape the evils of mere book-science. The method of *object lessons* has been extensively introduced into primary schools, with the professed object of cultivating the powers of observation in childhood. It is claimed that this is a beginning in science; and as it brings the mind into action upon things, is a corrective of the inordinate study of words. But object teaching has not yielded what was expected of it, and is in no true sense a first step in science. Nothing is gained educationally by barely having an object present when it is talked about. Myriads of objects are present to the senses of people, but no insight follows. The observing faculties must be tasked, if they are to be trained. The pupil is not to have the properties of objects pointed out, but he is to find them out. Science will do its work of educating the observing faculties only as they are quickened and sharpened by exercises in discrimination. The scientific aim is to replace vague, confused impressions by clear and accurate ideas. Skill in the detection of nice obscure distinctions is only gained by prolonged and careful practice. Object lessons afford no such cultivation. We do not say that they are useless, but they are not the A, B, C of science, and do not as a matter of fact open the way to the proper study of the special sciences. This is their test and their condemnation. When the primary pupils have gone over their prescribed object lessons, and are passed on to a higher grade, strange to say, the sensible objects are suddenly dropped as if the objective method had been exhausted. In the technical phrase, perceptive education is to be replaced by conceptive education.

#### ORAL TEACHING.

"Instruction in elementary science is now to be carried

on by what is known as *oral teaching*. This method is extensively practised in the grammar grades of the public schools, and we are once more told that it is a successful revolt against book studies. It is chiefly applicable to the sciences, and its cardinal idea is instruction without a text book. It puts the teacher in place of the book. Oral-teaching is class instruction in which information is imparted in a familiar manner so as to awaken the interest of the class. But so far as real science is concerned it is doubtful if this method is not worse than the one it replaces. Following the maxim of certain German educators that "the teacher is the school," it was assumed that when apathy and torpor prevail in the school-room it is solely the teacher's fault. Oral exercises enable the teachers to escape this reproach and to give animation to school work. It is said that this is a "live system," in contrast to the humdrum routine of lessons and recitations. But it is an illusive liveliness, and substitutes a superficial class activity for the quiet activity of the individual pupil. More mental effort is required on his part to get a lesson from a book than to listen to a lesson given by the teacher. The teacher is to do everything, and stands in the place not only of the book but of the pupil himself. The study and science is cheapened and degraded by the method. It implies a fertility, a versatility, and a proficiency in scientific knowledge on the part of teachers which that class of persons do not possess. It is a premium on tutorial smattering and cramming, and the voluble teacher, with superficial acquisitions and a ready memory, becomes the model teacher.

"Judicious oral assistance, as in the physical, chemical or natural history laboratory, given by a competent master to a pupil who is at work, is invaluable for stimulus and guidance; but the aid must be discreet, and the skillful teacher is careful not to talk too much. But where it is all talk and no work, and text-books are filtered through the very imperfect medium of the ordinary teacher's mind, every sound principle of education is outraged and science is only made ridiculous."

### THE SCHOOL-ROOM.

#### Attention.

The power of Attention should be carefully trained in childhood. It is one of the most important of the mental powers, for upon its activity depends the efficiency of each one of the specific faculties. Mental power is, to a large extent, the power of attention; and genius has been defined as "nothing but continued attention."

The following suggestions will indicate to the teacher the methods by which the power of attention can be cultivated.

1. Have pupils observe objects closely.
  2. Require them always to study with close attention.
  3. Read long sentences and have pupils write them.
  4. Read quite long combinations in mental arithmetic, and have pupils repeat them.
  5. Mathematical studies are especially valuable in cultivating the power of attention.
- The following suggestions are made to aid a teacher in securing the attention of his pupils.
1. Manifest an interest in the subject you are teaching.
  2. Be clear in your thought, and ready in your expression.
  3. Speak in a natural tone, with variety and flexibility of voice.
  4. Let the position before the class be usually a standing one.
  5. Teach without a book, as far as possible.
  7. Assign subjects promiscuously, when necessary.
  6. Use the concrete method of instruction, when possible.
  8. Vary your methods, as variety is attractive to children.
  9. Determine to secure the attention at all hazards.

—EDWARD BROOKS.

#### Primary Teaching.

A child ought to learn readily and rapidly. In the first five years of his life, he acquires surprising stores of knowledge. In that period, starting with nothing but the capacity of learning, he learns to see, to hear, to feel, to handle things, to walk and run and climb, to use the numerous muscles of his body. He learns many localities and the paths to them, to recognize many countenances. He becomes acquainted with many articles and



instruments, their names and their uses; with a great variety of animals and birds and fishes; with trees and vegetables, their fruits and their seasons. He recognizes a multitude of sounds, he learns a language, to express his wants and thoughts and feeling, to hold communication with his companions and with those older. Many a child has acquired so much of language in that period of time that, if nothing were added afterwards, he could yet pass through life, engage in its business, its associations, and duties, and not fail to comprehend others nor to make himself understood. Probably, in no equal period of their lives do most people acquire so much knowledge necessary to them as in the first five years. When we take an inventory of the stores of knowledge of the average boy at five years of age, and remember that he had nothing in the beginning, that he had first of all to get command of his acquiring faculties, his progress is marvelous.

But now this rapidly learning boy begins to go to school. He is brought face to face with the alphabet, with the printed words of the language which he has made his own so quickly, with the figures which stand for the numbers he has constantly used, with the combinations they are capable of, with the facts of geography, the formal laws of language in grammar. He deals with these matters for twice five years, is in school ten years. At the close of that period, take an inventory of these acquirements in school. How small these gains! how quickly measured! How little, after so many years spent in study of them, he knows of letters, words, figures, and their uses and applications, of geography and formal grammar! His stores of knowledge gained in school in ten years, with the advantage of faculties already developed, are far behind those of the first five years.

It seems as if a blight had fallen upon his brightness from his first days in school; as if sluggishness and dullness had crept in among the powers before so active and disabled them; as if he was blindly groping after the facts he before found so abundant in his path; as if the faculties which so readily laid hold of knowledge before were unnerved and relaxed, and had no grip in them.

The child learns rapidly and much in the first year of his life, because he learns naturally. His faculties are yet in their native freedom; no bonds are put upon them. If we scrutinize his native method of learning, we shall find that he learns by seeing, hearing, touching, handling, testing, objects. He learns by destroying things. The destructiveness of children is by no means vicious, naturally, by this pulling things to pieces is his natural way of learning about things. To give his apparent destructiveness its philosophical name, it is a rough analysis. He takes things to pieces to see how they are made. And then he is quite as likely to make attempts to put things together, to build up what he has pulled down; and that is the first effort of the highly important principle of synthesis. The child does not reason much; he hears, sees, touches, tastes and remembers. The contents of the knowledge are mainly sensible things. As he passes along amid the multitude of things that may constitute knowledge, his faculties lay hold of those things to which they are adapted.

But when he begins to go to school this natural method is abandoned. He is at once taken from his natural way of learning and put upon a strange artificial way. He has hitherto studied the world around him, which invited his faculties to a free and vigorous exercise. He begins to study books, which are trying to his freely roving eyes. He has hitherto studied objects inviting in color, shape, fragrance and sound; he now begins to study symbols, and the abstractions imbedded and concealed in them. He has before gained his knowledge as he walked or ran or climbed or crept, but now he learns sitting still, in constrained positions, in bad air. Before, his quick ear caught his language fresh and alive upon the lips of his parents, friends and companions, in work or play or interchange of affection. Now he gropes blindly and vainly after it among strange symbols and unmeaning rules.

It is impossible to escape the conclusion that the slow progress of children in knowledge is due to unskilled teaching. The youngest scholars require the best teaching, the most care and prudence. In the transit from the natural way of acquiring knowledge to the artificial way of the schools, when the scholar is deprived of the freedom he has enjoyed and brought under irksome restraints, when his powers are to be given an altogether new direction, experience, skill and patience should be present. If the teaching then is not skillful, if it is not adapted to the

child's nature, the condition of his faculties, to all its circumstances, it will take years to overcome the mischief then done. He needs better teaching at the beginning than afterwards. If he starts right, he will take care of himself afterwards. If poor teachers are to have charge of him at any period of his life, it had better be in the high school than in the primary and grammar schools.

It seems as if all parties had conspired against the intellectual welfare of primary schools. Employers, because they think slender qualifications sufficient for teachers of this grade. Teachers help the conspiracy because they esteem themselves as low in their profession while they are primary teachers. Their ambition is to be promoted (?) to higher grades. Communities are aiding and abetting the conspiracy, because they give more honor to the high-school teacher, to the college professor, than to the primary teacher.—SUFF. DOWNS OF N. H.

### Question Box.

A subscriber asks for the rule for the use of the indefinite article after the adjective, as "Many a flower."

This was explained by Archbishop Trench as another form of "Many of flowers," but this is conceded to be wrong by all scholars. The use of *a* after *many* is first seen in 'The Brut' of Layamon, a Worcestershire monk who wrote about A.D. 1200. He has 'on moni are wisen' (many are wise) and 'mony enne thing' (many a thing). About a century later, in a poem called 'The Harrowing of Hell,' we find the following:

'I shal go fro man to man,  
And reve be of mani an'—(one).

The last two words are now met with in other works of the same period, and in a few years afterwards, Robert Manning's 'Northern Psalter' has *many one*. Spenser in the 'Faerie Queene' has the same phrase, and also 'many a man.' Shakespeare occasionally puts the article before 'many,' as 'a many thousand French,' and we still retain this use with *great* between, as 'a great many persons.'

The phrase *many a* is to be explained as a large number taken distributively—each one of many.

### Punctuation.

There are three kinds of Sentences, and the structure of these is denoted by points. To be able to punctuate properly, the character of the sentence must be apprehended. Sentences are either simple, compound or complex.

1. The Simple sentence has but one subject and one predicate; it will have an object if the predicate is a transitive verb. "John walks," "John reads a book," etc.

2. A Compound sentence has two or more propositions; and of course two or more subjects, predicates, etc., as, "John reads history, and James studies grammar."

3. A Complex sentence has (a) a sentence for a subject. "I am willing to die for my country" was the patriot's declaration." (b) A sentence for the object, "He reiterated "I am not the man." (c) A sentence for an adjunct, "Children who disobey their parents cannot prosper."

#### USE OF THE COMMA.

1. Rule.—The parts of a simple sentence are not separated by a comma.

Exception.—(a) Parenthetical words and phrases in all kinds of sentences are set off by commas, as, "As an orator, indeed, he was not magnetic or inspiring."—G. W. CURRIE.

(b) The name of the person addressed is set off by commas. "Why, Romeo, art thou mad?"

(c) Participial phrases used independently are set off by commas, as, "Success now being hopeless, preparations were made for a retreat."

(c) Inverted expressions are set off by commas (unless very short); as, "In everything that relates to science, I am behind the rest of the world."

(d) Nouns in apposition are set off by commas. "The exploits of Mercury, the god of cunning, surpass all that has been achieved by other hands."

(e) Words in pairs are set off by commas. "Liberty and union, now and forever, one and inseparable."

(f) When the conjunction is omitted, use a comma. "He had in himself a radiant, living spring of manly and generous action."

"The fruits, flowers and shrubs sent forth grateful perfume." A comma is put in by custom before the last conjunction in such cases.

(g) When the subject of the sentence consists of several phrases, set them off with commas.

"Purity of style, and easy flow of numbers, are common to all Addison's Latin poems."

(h) The same rule holds good if the subject consists of several parts.

2. Rule.—The parts of a compound sentence are separated by commas; as, "Man wants but little here below, nor wants that little long."—GOLDSMITH. "Take short views, hope for the best and trust in God."

(a) Rule 1 and its exceptions apply to each member of the compound sentence.

(b) Rule 2 applies, no matter whether the sentences are dependent or independent.

Rule 3. In the complex sentence, the sentence used as a subject, object or modifier is set off by commas, as,

"The waters are nature's store-house, in which she locks up her wonders."—ISAAC WALTON.

Exception.—If the subordinate sentence is very closely connected, the comma is omitted, as, "A man who is good for making excuses is good for nothing else." (a) If two, the Italians say, "Good company shortens the journey."

Exception.—If the quotation is very long it is customary to use a semi-colon, but it is not necessary.

#### EXAMPLES

"Death had lost its terrors and pleasure its charms." (No comma; the connection is too close.)

"When Dr. Franklin wished to gain his enemy, he asked him to do him a favor," (Rule 2.)

"Mozart published some music when seven years of age." (Rule 2 would require a comma before when, but the connection is so close it is omitted).

THE HABIT OF SELF-CONTROL.—If there is one habit which, above all others, is deserving of cultivation it is that of self-control. In fact it includes so much that is of value and importance in life, that it may almost be said that, in proportion to its power, does the man obtain his manhood and the woman her womanhood. The ability to identify self with the highest parts of our nature, and to bring all the lower parts into subjection, or rather to draw them all upward in harmony with the best that we know, is the one central power which supplies vitality to all the rest. How to develop this in the child may well absorb the wisdom and enthusiasm of every youth. Yet it is no mysterious or complicated path that leads to this goal. The habit of self-control is but the accumulation of continued acts of self-denial for a worthy object; it is but the repeated authority of the reason over the impulses, of the judgment over the inclinations, of the sense of duty over the desires. He who has acquired this habit, who can govern himself intelligently, without painful effort, and without any fear of revolt from his appetites and passions, has within him the source of all real power and of all true happiness. The force and energy which he has put forth day by day, and hour by hour, is not exhausted, nor even diminished; on the contrary, it has increased by use, and has become stronger and keener by exercise; and although it has already completed its work in the past, it is still his well-trieved, true and powerful weapon for future conflicts in higher regions.—Philadelphia Ledger.

THE principal mistake of our present civilization is the dwarfing of the sensibilities. After early childhood the cultivation of the sensibilities begins to give place to intellectual training, and soon ceases entirely, and the young mind is left to train its own sensibilities. It is also taught to smother and conceal the impressions and sensibilities, and eventually hardens into a spirit of indifference. Mental acuteness is the great good; insensibility to feeling the proper condition. But it is necessary to any high spiritual attainment that the sensibilities be pure and delicate. Women are more finely adapted to the development of such influences than men, because, for one thing, they are less exposed to hardening from without. So the society of the future must be acted on more directly by women than that of the past. In the bringing out of the sensibilities they must take a leading part. Woman suffrage I regard as an inevitable thing and a good thing. Women in public life will bring it up more than it will bring them down. There will be considerable floundering before society would become completely adapted to the change, but after it shall be fairly accomplished and in working order, the work of society will go on without any deterioration, and with a gain in purity of motives and unselfishness of law-makers and administrators. Disinterested lives are the things needed in society, and women will do most in showing the practicability and value of such lives in all forms of work.—WHITTIER.



## EDUCATIONAL NOTES.

## NEW YORK CITY.

The Board of Education.—The Commissioners met Nov. 3.

The Nautical School Committee reported the resignation of Lieut. J. J. Hunker from School Ship St. Mary.

The committee on course of study authorized the establishment of a Female Grammar School in the new building of G. S. 72, also to change the name of P. S. 19 to P. D. G. S. 72.

The Teachers' Committee recommended paying Miss A. M. Sheak, P. P. S. 45 the maximum salary.

The Trustees of the 19th Ward appealed to the State Superintendent, asking for the establishment of a new school on the south east corner of 68 st. and Lexington av. saying the Board had failed to do this on their request.

The Supt. sent this to President Walker without any comment whatever.)

Mr. Francis H. Weeks, Trustee of Schools of the 18 Ward resigns on account of want of time. Also J. K. O'Brien same ward, for same reason.

The Trustees of 24th Ward ask the consolidation of the Grammar and Primary Department of G. S. 64 under one principal.

We are sorry to hear that Mr. E. H. Boyer, Principal of G. S. 9, was quite badly burned by the netting over his bed taking fire. On getting out he was caught in the netting and unable to extricate himself.

The cost of the repairs to the "Hall" is \$2,506.65.

At the last meeting of the Board of Education a good many books were marked to be stricken from the list of supplies. Among them were noticed, Davies and Peck's Intellectual and Practical Arithmetics, French's Elementary and Mental Arithmetics, Greenleaf's Intellectual Elementary and Practical Arithmetics, McVicar's Elementary Arithmetic, Quackenbos' Mental, Elementary and Higher Arithmetics, Tompson's Practical Arithmetics, Monteith's Intermediate and Physical Geography.

## ELSEWHERE.

MISSOURI.—Over 20,000 pupils in the St. Louis public schools are studying German.

Miss Stockman, of Fall River, Mass. has gone to Bridgeport, Conn., to take the position of German Professor in Hillside Seminary.

JOSIAH JACKSON, of Kennet Square, Chester Co., Penn. has been chosen to the chair of mathematics in the Pennsylvania State College.

THE REV. W. T. BROOKS, of West Haven, Conn., has accepted the position of President of the Collegiate Institute, at Austin, Texas, and will begin his work the 1st November.

THE JACKSON STREET Free Kindergarten in San Francisco, organized in October, 1879, is said to achieved astonishing results in one year under the management of Mrs. Sarah B. Cooper, Superintendent.

MICH.—It is expected that the number attending the various departments of the State University will this year reach nearly 1,600. There are seventy young ladies in the freshman class of the literary department.

ILL.—At Normal 43 persons entered the examination for State teachers' certificates this year. Their work collected from the various places of examination and referred for making to a committee consisting of M. L. Seymour, Normal; John Hull, Carbondale, and E. C. Smith, Dixon.

THE Free Grammar School of Birmingham, England, was founded by Edward VI., in 1552, since when the building has been rebuilt at a cost of £61,000. The building is a fine, imposing looking structure of dark grey stone, decorated in Elizabethan style.

DR. HAMMOND, says, In medicine, more, perhaps, than in any other branch of knowledge, men, sooner or later, find their true level. There is no way by which a physician can gain a permanent place among the learned of his profession, but by labor—persistent labor; the labor that takes no heed of difficulties, but to be spurred on by them to still more determined labor." But why in medicine more than in teaching? The mean idea possessed by most teachers is to stop study as soon as they get a good place and a good salary.

THE German educational code provides for a child who can only attend school five hours a day for the eight years between six and fourteen a distinct course of instruction. This includes religious and moral teaching, the speaking, reading and writing of the mother-tongue, arithmetic and

the elements of geometry, the history of the country, geography, natural history, natural science, singing, drawing, and gymnastics. Those pupils who can give more years and more hours a day to study go to a different school and pursue a different course of instruction.

GEORGIA.—The *Methodist Advocate* of Atlanta, Georgia says:—The population of Georgia is about the same as that of Massachusetts; but in the latter State only 8 per cent are illiterate. The natural resources of Georgia are greater than those of Massachusetts, but the former State was worth, in 1870, only \$268,180,543, while the latter was worth \$2,132,198,741, nearly \$2,000,000,000 more than Georgia. Georgia raises annually for free schools \$400,000; Massachusetts raises more than \$5,500,000 annually to educate the same number of children. In the last ten years Georgia has raised, to educate her children, about \$4,000,000; Massachusetts has raised, in the same time to educate the same number of children, about \$60,000,000. The people of Massachusetts are wealthy because they have been educated, and because they have employed free labor. The people of Georgia are poor because there is so much ignorance.

PROF. MALCOLM MACVICAR, of New York, who has been appointed principal to the Michigan State Normal School, is a Scotchman by birth. The *Lansing Republican* says of him: "As a teacher he has been an enthusiast from the very first, and has always been eager in seeking out more natural and perfect methods of imparting instruction than generally prevailed. He was active in promoting and shaping the legislation that authorized the present normal school system of the State of New York. Upon the request of the State Superintendent of Public Instruction he mapped out the plan of the schools, which was substantially adopted. He organized the first school under the new law, and now three of the other schools are under principals that have been members of his faculties. There is no man in the normal school work of the State from which he comes whom that State could ill afford to spare. Michigan is greatly to be congratulated in being able to secure him.

PRUSSIA.—Juvenile criminals have increased in number in Prussia during the past ten years 100 per cent. In view of the reputed superiority of the public school system of Prussia, including compulsory attendance of children between certain ages, this official declaration will be seized upon by the opponents of common schools to sustain their allegation that these schools are godless institutions, and do not materially tend to diminish crime. The friends of public schools, on the other hand, will be likely to refer this anomalous state of facts in Prussia to the demoralizing effects of the Franco-Prussian war, waged during this decade, and the disturbed condition of society engendered by Socialism and Nihilism, one of its worst congeners. But a matter of so much importance should not be allowed to pass without the fullest investigation. The causes should not be left to conjecture. If they still exist, they should certainly be eradicated, if it is within the bounds of enlightened statesmanship to reach them. If the fault is with the schools, or the church, the world should understand this. If the causes are purely local, it will be a relief to know that it is so.

THE JAMES LICK bequest of \$700,000 for the purchase of the most powerful telescope that can be obtained is about to be expended. A smaller equatorial, of twelve inches aperture, has been ordered of Alvan Clark & Sons, and will be placed in position early in 1881; and the great equatorial, meridian circle and other instruments will be contracted for at an early day. It is not expected there will be any further delay in putting the Lick observatory in complete working order other than that incident to the importance and magnitude of the undertaking. Mr. S. W. Burnham of Chicago, famous as an authority on double stars, has tested the value of Mount Hamilton, Santa Clara county, California, and finds that it probably surpasses all other sites now in use for astronomical purposes. Of sixty consecutive nights he found forty-two to be perfect for observing purposes—a proportion which will seem incredible to Italians, not to speak of French and English astronomers. He reports the observatory site at about 121° 33' 40" west, and 38° 21' 3" north, and an elevation of 4,250 feet above the sea level. It is the highest point within a radius of a hundred miles.

DR. EDWARD SEGUIN.—Dr. Edward Seguin, who has taken an active interest in the progress of education, and in the cure of insanity and nervous diseases, died Oct. 28 in this city, at the age of sixty-nine years. He was born

at Clamecy, France, and early devoted himself to the improvement of the methods for the treatment and education of idiots. He is believed to have been the first person to establish (in 1838) a school for the training of idiots, which became the prototype of more than seventy-five existing institutions, eleven of which are in the United States. Dr. Seguin came to this country in 1848; in 1866 he began making special researches in thermography, or the science of animal heat, in which department he made notable discoveries. Among his works are "Hygiene and Education of Idiots," "Idiocy and Its Treatment by the Physiological Method," "New Facts and Remarks Concerning Idiocy," "Official Report on Education at the Vienna Exhibition of 1873," "The Need of Parks for Children." At the time of his death Dr. Seguin was president of the American Association of Medical Officers, having charge of institutions for the education of idiots. Of late years Dr. Seguin was one of the leaders in the movement for the movement for the introduction of the metric system.

ILLINOIS.—The Lake View High School, Professor A. F. Nightingale, Principal, is now raising funds for the purchase of a reflecting telescope. Its cost will be about \$450. About \$200 have been already subscribed. This School has won many singular triumphs, but none so striking as that which crowned its efforts in competition with the other schools of the State at the Illinois State Fair. There were 500 entries, a large number of which were from high schools, and consisted of the manuscripts of pupils which had been prepared under the supervision of the State Superintendent. First and second premiums were offered in each of the following subjects: Latin, Greek, German, French, Algebra, Geometry, Natural Philosophy, Physiology, Botany, and Geology. The premiums were offered a sweepstakes, including two languages, both mathematics and two sciences. The first premium in each subject were \$5 and a diploma. The sweepstakes first premium was \$10 and a diploma. The Lake View School competes for all except French and Zoology, which included the paper in twenty-eight different pupils, or nearly one-half of the entire school, and received the first premiums in all entries including the sweepstakes, making nine diplomas and \$50. This, for a school only six years old, and which opened with only six High School pupils, containing in June, 1880, less than seventy pupils, is an excellent showing. Professor A. F. Nightingale, A. M., the Principal, was formerly acting President of the now Woman's College, of Evanston, afterward Superintendent of public schools at Omaha.

PENNS.—In this State there are five grades or kinds of teachers' certificates. The lowest grade called a *Provisional* certificate, is granted by the county or city superintendents to beginners in the work of teaching.

The second grade is called a *Professional* certificate, and is granted by county and city superintendents to those who have passed a thorough examination in the branches required to be taught in our common schools, and have shown themselves to be skilled in actual school-work. They are good in the county or city where issued during the term of the superintendent granting them (three years) and one year thereafter.

The third grade is called a *Permanent* certificate, and is granted only to those who have for some time held a Professional certificate. All certificates of this class are issued at the Department of Public Instruction, and are signed by the State Superintendent. Application for them must be signed by the boards of school directors for whom the applicant has taught, by the proper city or county superintendent, and by a committee of five teachers holding the highest grades of certificates, elected by ballot at the annual County Teacher's Institute. Such certificates are good permanently in the county where issued, and if properly endorsed, in any other county in the Commonwealth. There is some 1,200 or 1,500 teachers holding this grade of certificate.

In addition to these, two grades of certificates are granted at the Normal Schools. The first is called a *Teacher's Normal Certificate*, and licenses the holder to teach anywhere in the State for two years: the second is called a *Teacher's Normal Diploma*, and licenses the holder to teach anywhere in the State for life. The first of these is granted to Normal School graduates, in connection with the proper faculty, by a board of five examiners appointed by the Superintendent of Public Instruction, and of which he is president. It is never given without a rigid examination. The Teacher's Normal Diploma is granted by the same board to graduates of the Normal Schools who have taught



two full years after graduation, and who present recommendations setting forth their skill and success as practical teachers from the school boards for whom they have taught, and the superintendents in whose jurisdiction they have done their work.

MISSOURI.—Washington University, St. Louis, has opened "Manual Training School." Instruction will be given in Carpentry, Wood-turning, Pattern Making, Iron Filing, Forging, Brazing, Soldering, etc.

One great object of the school will be to foster a higher appreciation of the value and dignity of intelligent labor, and the worth and respectability of laboring men. A boy who sees nothing in manual labor but mere brute force, despises both the labor and laborer. With the acquisition of skill in himself, comes the ability and the willingness to recognize skill in his fellows. When once he appreciates skill in handicraft, he regards the workman with sympathy and respect.

In a Manual Training School, tool-work can never descend into drudgery. The tasks are not long, nor are they unnecessarily repeated. In this school, whatever may be the social standing or importance of the fathers, the sons will go together to the same work, and be tested physically as well as intellectually by the same standards. The result in the past has been, and in the future it will continue to be, a truer estimate of laboring and manufacturing people, and a sounder judgment on all social problems.

Besides these there is a course of study, for one-half of the time will be spent in mental culture. Arithmetic, algebra, geometry, and plane trigonometry, will be studied in succession. The application of these branches will be made in book-keeping, mechanical drawing, physics, mechanics, and surveying. Some attention will be given to physical geography, and the principles of chemistry. The English language and literature will be carefully studied throughout the course. Every graduate of the school will have a fair command of the English language, whether in writing or speaking. History, practical ethics, and political economy, will each find a place on the program, the treatment of each subject being adapted to the capacity of the class. Special attention will be paid to drawing during the whole course.

During the last hundred years the world has made rapid strides in the invention and use of tools. We do nothing by the unaided hand; everything is done by tools. But which are the tools whose use we are to teach? Before answering this question, it is to be observed that the apparently great variety in tools and mechanical processes arises from different combinations of very simple elements. The number of hand-tools is small. One can easily count them on his fingers. They are the axe, the saw, the plane, the hammer, the square, the chisel, and the file. After the hand-tools, our pupils must become familiar with the typical machine tools which are chiefly employed in mechanical pursuits.

ENGLAND.—Sir John Lubbock brought forward the question in the House of teaching science in elementary schools. He urged that elementary science should be placed on a par with grammar, geography, and history. The suggestion since he last made it has been gradually gaining adherents, including no less an authority than the London School Board. The Royal Commission on Scientific Instruction strongly recommended that elementary science should form a part of the national school system. Several of the inspectors of schools were also of the same opinion, and he quoted in favor of his views the almost unanimous voice of those who had devoted themselves most successfully to the education of the people—such men as Dean Dawes, Mr. Henslow, Mr. Ellis, and Sir James Kay Shuttleworth. Lastly, he referred to those were the highest authorities of all—namely, the children themselves. Wherever elementary science was taught, they welcomed it with a warm interest. The present system crammed the heads of the children, and overtaxed their memories. A string of verbs, or dates, or names of kings was a mere matter of recollection. He wished, on the contrary, that a portion of the school time should be devoted to explanations of the common phenomena of nature, with experience showed had a strong interest for children. It was often said that it was ridiculous to teach "ologies" before the children could read and write thoroughly. But, in the first place, it was a misnomer to call the lessons he proposed "ologies;" secondly, it should be remembered that, when children were learning to read, they had to read something, and the question was what that something was to be. The real difficulty was that

we had no good old Saxon word in use among us for "natural science." If we had any expression equivalent to the German word *Naturkunde*, he believed that the house would unanimously adopt the present resolution. He was, however, compelled to use the word "science," though, unfortunately, he immediately frightened many gentlemen. The little books would come to no more than those on history or grammar; while the sun, moon, and stars, rain and dew, wind and light, air and water, heat and cold, stones and flowers were before us all; and even if a few objects as illustrations were required, they could be obtained for a few shillings. He wished for nothing difficult or abstruse, nothing beyond the range of the children's minds and daily experience. In mechanics, the simple forces might be explained to them—why carts were put on wheels, how levers and pulleys acted, the use of the screw and wedge; then the nature and relative distances of the principal heavenly bodies, the primary facts relating to air and water in agricultural districts, the character of the soil, the reason for the rotation of crops, the origin and principal qualities of such substances as chalk, coal, iron, copper, &c.; the succession of the seasons, and flow of rivers, the growth of plants; the fundamental rules of health, the necessity for ventilation and cleanliness, and, last, not least, the need for industry, frugality, and economy. Explanations of these simple and every-day things would be most interesting and useful to the children. So far from cramming and confusing them, you would introduce light and order into their minds, and give them an interest in their lessons, which, under the present system, they rarely felt.

## LETTERS.

### KEEPING IN PUPILS.

To the Editor of the New York School Journal:

It would be a good idea if those persons who advocate the doctrine that no pupil should be detained after the school session, would invent a way which would be as successful in its results as this "keeping in" is. In the Journal of the 16th, a correspondent makes such a statement as this:

"You think the pupil will suffer in scholarship, get behind, but this is a mistake." Our patrons are apt to ask the very pertinent question, "If my child has the ability, why did you not require perfect lessons?" And I find the best way to obviate all difficulties is to give an extra drill after school hours. If I desire a certain class to draw a map, and all present it but Sammie, who declines for reasons best known to himself, can I in justice to the class allow him to go home scot free, while the others have toiled to fulfill the requirements? I contend that evilful Sammie ought to remain until he finish the work, even though he conclude it by gas-light. He'll be prepared by next time.

Can a better penalty be devised for misconduct in school-room, for tardiness and irregularity of attention than "keeping in?" Pupils dislike this punishment, and will avoid it if possible. Reports, Rolls of Honor, etc., etc., will effect a great deal in the direction of rectifying disorderly conduct, with a certain class of pupils, whose home training is such as it should be, but they will have about as much effect upon the street arab as shot would have upon an iron-clad.

I confess that the "keeping in" business is an eminently successful one (as far as good recitations are concerned) in my class-room, and until I hear some stronger arguments to the contrary, I shall not abolish it.

A JERSEY TEACHER.

To the Editor of the New York School Journal;

I have but recently commenced taking the New York School Journal, and consider it the best educational paper I have ever read, inasmuch as it touches upon the practical work of the school-room, the every day wants.

One-half of the editorials of the day resemble the same proportion of Teacher's Institutes, in presenting so much impracticable rubbish. I prize your paper greatly,

M. Y. L.

To the Editor of the New York School Journal.

I have written to several publishers for Wood's Topical Analysis and Guyot's Map Drawing, but cannot get them. Can you tell me where they can be found? A. E. R.

(They are not published now.)

To the Editor of the New York School Journal:

Please send me the TEACHERS' INSTITUTE for one year, beginning with the October number. It is a perfect gem. Not an item in it but is crammed with just what we need as teachers. Most truly yours, J. M. F. of Illinois.

## EDUCATIONAL MISCELLANY.

For the New York School Journal.

### "No Minister May Keep School."

By a KANSAS TEACHER.

This is one of the blue laws of Connecticut, and, of course, was long ago abolished; but sometimes when I see the encroachments on our profession, I am inclined to wish such a regulation were still in force.

It is said, and truly, that the ministry is closely related to teaching, but it no more follows from this that the ministry fits for teaching, than it follows that teaching fits for the ministry. At one time, the clergy held and controlled all education, and some assert that it is owing to this fact that our system of education is so often unsuited to the wants of practical life. I have observed that ministers frequently enter the teacher's profession, and they invariably take the more pleasant and lucrative positions. Equally consistent would it be for teachers to claim the honors of bishop or presiding elder. Conferences and assemblies hedge in the minister's work more carefully than the law protects the teacher's profession. With us there are gaps every where, and "thieves break through and steal."

Professional teachers who have engaged for life in their work, are often set aside, and others untrained are preferred. I can think now of several good positions which were given to ministers in preference to teachers. True, these ministers had taught, for that is a common way of getting through college, but farther than this they had had no experience. One was for two years' county superintendent. He had taught twenty years ago. He did not cease his pastoral labors, but continued them with his office duties, and at the close of his term, he again devoted himself solely to the ministry.

Another I know of, promises to quit the ministry when he assumes the duties of his office. He, too, taught his way through college.

All this invasion arises from the false idea that any one educated can teach. It is no wonder that teachers brought in competition with intruders from without, sometimes feel that professional fitness is as "pearls cast before swine." Ministers are not the only intruders, but they usually take the better kind of work.

Some day the teacher's profession may rank with other professions, and then, though the incompetent will still be found, it will no longer be a rendezvous for the halt, maimed, impoverished, and unsuccessful of other professions, but then teachers shall teach schools.

### Professional Preparation for Teaching.

A committee of teachers in Michigan recommended the following two courses for teachers:

#### ELEMENTARY COURSE.

1. Elementary Principles of Education . . . 20 weeks
2. School Organization, Government, School Laws, History of Education, Methods of Reading and Study, etc. . . . 20 "
3. Practice Teaching . . . 40 "
4. Reading and Orthography . . . 10 "
5. Arithmetic . . . 10 "
6. English Grammar . . . 10 "
7. Geography . . . 10 "
8. History of United States . . . 5 "
9. Vocal Music . . . 10 "
10. Drawing . . . 10 "
11. Penmanship . . . 5 "
12. Algebra . . . 5 "
13. Physiology . . . 5 "

14. Objective Teaching { Botany . . . } 15 "
- { Zoology . . . }
- { Physics . . . }

#### ADVANCED COURSE.

1. Elementary Professional Work . . . 5 weeks.
2. Advanced Professional Work . . . 35 "
3. History of Education, School Government, Civil Government, etc., . . . 20 "
4. Practice Teaching . . . 40 "
5. Arithmetic . . . 5 "
6. Algebra . . . 5 "
7. Geometry, Trigonometry . . . 10 "
8. Geography . . . 5 "
9. Physiology and Zoology . . . 5 "
10. Botany . . . 5 "
11. Astronomy . . . 5 "
12. Geology . . . 5 "
13. Natural Philosophy and Laboratory Prac-



tice . . . . .	5 "
14. Chemistry and Laboratory Practice . . . . .	5 "
15. Rhetoric, Grammar, and Composition . . . . .	5 "
16. History and Literature . . . . .	10 "
17. Reading, etc. . . . .	5 "
18. Penmanship . . . . .	5 "
19. Drawing . . . . .	5 "
20. Vocal Music . . . . .	5 "

The notable feature in these courses is the prominence given to the PRACTICE OF TEACHING. In many normal schools (?) a fortnight is spent in this, and is frequently so poorly managed as to be worthless.

### The School Director.

Any one who has ever been a pupil of a public school in a small country village will remember the school director. His visits were always solemn and impressive to the last degree, and were usually made on Friday afternoons, when the monotonous dullness of the other days of the week was varied by "speaking pieces," reading "compositions."

We have in mind one director who was the very embodiment of eccentricities and peculiarities. For years before his fellow-citizens committed the unpardonable mistake of "conferring this high honor" upon him he occupied conspicuous and responsible positions at the village tavern and the corner grocery, where he discharged the onerous and burdensome duties of taking care of the interests of the country, by expounding the constitution to a band of loafers who rallied under his leadership. By these, he was regarded as a very oracle of deep and profound political wisdom.

He was an inveterate chewer of tobacco. Like many another lover of the weed, he never bought any, and the size of the chew he would lift out of the box of an accommodating stranger was such that the wonder was how he could stow it away even in his unusually capacious mouth.

When he paid the school an official visit he had a clean-shaven face and an air of respectability, gravity and wisdom. But alas! the glowing carmine tinge on the end of his nasal organ was suggestive of a long-continued departure from the principles of Neal Dow and Father Matthew.

And his official importance was always properly recognized by the teacher, who treated him with the utmost respect and consideration. His presence inspired the pupils with a feeling of reverential awe, especially the younger ones, who, through very fear, rarely failed to prove models of good behavior during his stay. The older ones also toned down their riotous and mischievous propensities to a considerable degree while his reproving eye was upon them. This exhibition of good conduct gratified his vanity and always received a word of condescending approval from him.

When invited—as he always was, and expected to be—to "say a few words to the school," he invariably prefaced a set speech with the gauzy statement that he "had no idea of being called on." His discourse was the same old one on the "advantages of education," and the necessity of "larnin'" which every public school pupil has had inflicted upon him at one time or another. He told of boys "born of poor but honest parents," who in their scanty school days sat on slab benches in log school houses and developed such a voracious hungering after knowledge that they soon got beyond the capacity of the teacher to instruct them, by reason of their sitting up late and rising early to wrestle with the terrible text-books of those days. He told, also, how they starved their bodies to feed their intellects through a series of years, and finally burst upon the country as Websters, Clays, Franklins, Greeleys, until their names were, like the shot fired at Lexington, "heard round the world." He exhorted the boys "before me now," to strive to become "Presidents, Senators, and Members of Congress," but never once hinted at the possibility of any one of them being an educated and prosperous farmer, or an intelligent and competent artisan. They were to bear no relation to the world's great industries, save as non-producing consumers. They were to be statesmen—Thomas Jeffersons, Patrick Henrys, Alexander Hamiltons and Daniel Websters—and were to live easy and draw large salaries from the public treasury.

This was a delusion of which many parents were the victims in those days, and some of them are not free from it yet. They thought their boys too good for the severe labor of the farm or the workshop, and were fully as

anxious to get them into a law office or behind the counter as the boys were to go. A great many thus started for the White House but never pulled up in that wonderful building.

### Mistakes in Girl Education.

A girl should be made to understand, from the first, that the education she receives at school is to do for her mind what the scales and exercises do for her fingers in her musical studies; that she is not to study simply to acquire facts, but to get control of her mind. Moreover, she should be taught that it is her duty to look forward to a life-long intellectual activity, so that, when she comes to take full charge of herself, she will direct her mature powers toward some pursuit or line of study which will promote her present or future welfare, and insure to her wholesome mental habits. Especially should her will-power, the force which will, more than any other, make or mar her, receive the most careful training; so that, become adult, she will be able to use it physiologically, and determinately turn from the enemies, wounds and serious sorrows, that otherwise might induce nervous disease, or drive her into a mad-house, to some one of the many subjects of interest in which the world abounds.

The first mistake in the education of girls, and the one fraught with the saddest results, is made when they are allowed to leave childhood too soon. To keep them little girls as long as possible, and make them, first of all, what George MacDonald calls "blessed little animals," is the first step in the right direction.

The second mistake is, permitting growing girls to sit in the house and study when their transparent cheeks tell of anemia and lowered vitality. So long as there are branches of knowledge which are admirable training for the mind and can be pursued best out of doors, this mistake is inexcusable. It remains to be seen whether the old methods of education in use in boys' schools are the best for girls; they are the best only if they are most physiological. Girls should be treated as they are, not as they might be under improved habits and conditions.

The third mistake is, making the school-life of girls final, when it ought to be a simple preparation for the intellectual life of the adult woman.

A fourth mistake is, withholding a knowledge of the laws to which woman is subject, in her physical and her mental life, her place in nature and the potential character of her mental states and habits.—*Popular Science Monthly.*

### Examination of Schools.

Mr. J. G. Plowman of Mich. says: The result of my research was as follows: The average best scholar in arithmetic is a boy sixteen years old. He has completed practical, begun higher, and has a fair start in mental arithmetic. A pretty fair showing! And still we cannot help thinking that had this same bright boy those advantages which our district schools ought to furnish to all their pupils, he might not merely have gained a practical knowledge of arithmetic in these three valuable years, but also have acquired a fair start in elementary geometry and algebra; or in their stead, have studied physics. The average best scholar in grammar has studied the subject three years, is sixteen years old; can analyze and parse quite well, and has learned a great amount of text, which will not be of any use in this world nor in the next. This is a good work, but, ought not this apt pupil to have acquired also during these three years a good knowledge of English history? The scholar who averages best in geography has studied the subject four years, and has completed "local geography." This pupil is also sixteen years old. We take the position that a bright boy ought in this length of time, at this age, not only to have gained a practical knowledge of geography, but also have acquired a good knowledge of anatomy, physiology and hygiene.

The art of obtaining sugar from cane was discovered by a Venetian in 1503, and for fifty years a sugar loaf weighing seven pounds was considered a wonderful curiosity.

"Here is a sketch," said the poet,  
Unto the editor gray,  
"That I tossed me off in an idle hour,  
To pass the time away."

"Here is a club," was the answer,  
In a bland and smiling way,  
"With which I frequently toss me off  
Six poets in a day."

### CITY NOTES.

LECTURES.—The Society of Mechanics and Tradesmen have arranged a series of lectures and readings to take place this winter. The first occurred on the fourth of November. Professors Adler, Richard, and other scientific men are on the list of lecturers. Mr. Charles Roberts, jr., the delightful reader, who is so well known to New York, will take part one evening, and Mrs. George Vandenhoff another.

METROPOLITAN MUSEUM.—The crowds of people coming daily to this museum of art testify to its popularity. It is now one of the sights which all visitors to the city expect to see. A loan collection of the late R. Swain Gifford's pictures are now on exhibition. Mondays and Tuesdays an admission fee of twenty-five cents is asked, all other days in the week are free. For any of our readers who are unaware of the location of the Museum, we state that it is in Central Park, 72nd street and Fifth avenue.

NEW YORK CONSERVATORY OF MUSIC has handsome offices and classrooms at No. 5 East Fourteenth street, second door east of Fifth avenue. It is one of the largest and best of this important class of educational institutions in this country. It is conducted by gentlemen who have had an extensive experience in the teaching of music, elocution, oratory, dramatic action, modern languages, drawing and painting. There is also in this school a special training course for the education of teachers. The course of study includes all degrees and grades of instruction, from that suited to the first beginner to that required by the finished artist. Every month musical and art receptions are given, which are always well attended, and are enjoyable affairs to those whose education in art enables them to appreciate such entertainments. Free elementary classes and classes in harmony and sight reading are other advantages connected with this institution. In reply to the opposition to the method of teaching in classes as pursued at this Conservatory of Music, it is only necessary to state that all important musical institutions in Europe approve of and adopt the method. The class system, when applied by capable instructors, has been found to possess many advantages, being particularly applicable to beginners, causing an amicable rivalry among the pupils, while the rudiments, exercises, etc., else so fatiguing to learn, lose much of their uninviting and wearisome features. Reading at sight, a qualification so necessary to every performer, it assists to a surprising degree. One of the most notable results of class teaching is its radical removal of that deplorable habit prevalent among so many, the habit of playing out of time. It excites emulation and the ambition of the student to excel, to become a thorough musician instead of a mere performer and is certain of imparting self reliance and confidence, two qualities absolutely necessary to complete success. This great institution is a real credit to the city of New York. It was founded in 1865, incorporated under the laws of the State, and is the only chartered Conservatory of Music in the State. Entrance to classes can be effected at any time. The president of the institution is Mr. S. N. Griswold, and the secretary Mr. P. R. Maverick. The instruction imparted here is unexcelled in this country for its solid and useful character.

THE fruits of knowledge become a common heritage. Taxes to promote useful knowledge are indeed golden grain from which comes the best bread. His family are better housed, better clothed and better taught; his reaper has replaced the sickle and cradle; his thresher has superseded the flail; his plow is better fashioned; he is better treated in sickness; he is better vindicated and defended in the courts, better ministered to in the church and better represented in the senate, because there are high schools, colleges and universities, and all this though he may not attend them. The voter who lives inland cannot afford to put out the lamp lighted for the ship. The broad highway is built, not wholly at the cost of those who ride or carry, but that it may be a way for general business, commerce and defense. We contribute to many things in which we take no share, except in the general good that results. Indeed the idea on which many public institutions rest is, that the service which they render is one which reaches the mass of private persons only as they share in the public welfare. The simple truth then is that the education of the common school and of schools of higher learning do not stand apart. They are really but parts of one system. One heart animates both; one vital current flows through both. Whatever injures either impairs the whole.



## FOR THE HOME.

## One November Day.

By MRS. A. ELMORE.

In a very cosy room on the top floor of one of the tall houses in this city there lives a beautiful old lady. Her snow white hair is combed in a pretty old-fashioned way, with puffs and side combs; she always has her gold rimmed spectacles on, either pushed up on to her shining hair, or resting on her aristocratic nose while she looks at her visitor with a pair of deep blue eyes, and smiles as she talks—a smile that none can forget, there is so much sincerity in it. But when she leaves her arm chair and crosses the floor she limps badly. It is a rare thing for her to say a word about her lameness, and she is so refined and reserved in manner that few persons would dare to inquire how it happened that she was so sadly afflicted.

To a few of her most intimate friends the story is known, and I will tell it to the readers of the COMPANION. Her home was in Connecticut, her father and mother died longer ago than she can remember. She had no brother or sister, and was adopted by a woman whose children were already grown up. She was a timid child and consequently every one who knew her teased her, instead of trying to overcome her timidity. When she was seven years old, she was very active, and very lovely in form and feature, as well as in her disposition.

Being anxious to learn to read she attended the village school, although her little heart quaked with fear when the children played rudely and shouted and screamed as children sometimes do. One bright November day when there had been frost enough to make the roads a little rough, and just sunshine enough to thaw the edges of the wagon tracks and footprints and make them slippery, little Catherine was so happy over the fact that her lesson was well learned, and that her teacher had kissed her cheek and praised her, that when school was dismissed she did not wait for the other children to go out, but ran out with them in her haste to tell the news at home. A rude boy jostled her; her little feet slipped, and down she went face first on the frozen ground. She did not move or cry out, and the cruel hearted boy who had knocked her down, caught hold of one foot and dragged her bumpy bump along the street calling out, "I've got a dead girl, I've got a dead girl." Some of the other scholars interfered and lifted the little limp figure up to carry it home.

They thought she was quite dead, and the thoughtless boy hid away in an old barn all the evening, not because of shame but for fear he would be locked up in the jail. At night he came out of his shelter and managed stealthily to peep into the windows of the room where the doctor and neighbors were working over the poor little bruised body; he heard her scream with pain, so he knew she was not dead; and then he went home to his supper. He could not have had a very good mother or he would have been taught to be gentle with all living creatures.

I don't know whether he is living yet or not, but if he is, I hope that he never quite forgot the suffering he had caused—and that he has warned other boys to be kind and thoughtful.

As the little girl grew up, she continued to suffer terribly from spinal trouble, and for years walked with a crutch, but she very bravely learned to go without that, and walk on the toes of one foot so as not to limp quite so badly. Everybody who knows her loves her; she is so kindly and cheerful, her room is always a pleasant place to visit; she has several pet birds, and they are very amusing, each one is jealous if she speaks to the other. She has forgiven the one who has caused her so much trouble and would be just as kind to him as to anyone, if he needed her assistance.

How different her life would have been had she grown up with the perfect form and health which her early childhood promised. The human body is a very delicate structure and a very slight blow may destroy the perfection of it for life; a slap over the ears may cause deafness; dust thrown into the eyes may destroy their sight, and there are many sad instances of little children falling, and becoming idiotic from injury to the head. The thoughtful people who consider the happiness of those around them are the most valuable members of society, and it should be the aim of every boy and girl to be useful, honorable, pure-minded, loving and lovable as well as learned and prosperous.—*Scholar's Companion*.

## The Teeth.

The value of a good set of teeth is not easily computed. They masticate the food, and so are necessary to health; they modulate the voice and thus assist in rendering speech distinct, and then the beauty of the face depends greatly on them. Every one should try to preserve his teeth. Probably one-half the people have bad teeth, resulting from ignorance and carelessness.

When I was about sixteen years of age, I went into a dentist's office for an errand. He remarked upon the defects in my two upper front teeth. I laughingly alluded to his trying to get a job of work. But he kindly showed me the trouble I

would be sure to experience by neglect, and the little cost if he matter was then attended to. So I consented. The cavities were then small; they were filled and the teeth are sound to-day, and that was thirty years ago. The cost was forty cents.

As soon as cavities are discovered, have them filled. By delay comes toothache and many other troubles, and finally the loss of the teeth.

It is agreed that the cause of decay is want of cleanliness. Every child should be taught to keep its mouth clean. A soft brush should be used on the teeth after every meal if possible; certainly after breakfast and supper. A tooth-pick of soft wood, or quill, should be used; but it is not polite to use this at the table or in the presence of others. Good Castile soap is an excellent thing to wash the teeth with once a day. The best substance for tooth-powder is precipitated chalk—it is soft and not liable to do injury. Powdered charcoal is too gritty, and has done a great deal of injury. There are things sold that are warranted to whiten the teeth. These contain an acid and will surely do damage; beware of them. It is best to have the teeth examined once every three months by a dentist. It costs far less than to wait until large cavities exist. For the teeth, as for many other things, "a stitch in time saves nine."—*Scholar's Companion*.

## Thomas Edison.

It is conceded that Edison is the greatest inventor the world has ever known; and yet he is only of middle age. One of his school mates, now a reporter on the *Kansas City Express*, thus speaks of him. "Edison and I lived in the same town, went to the same school, and amused ourselves with boyish sports on the same playground. At that time Edison was not considered a bright boy, his mind run to drawing uncouth figures on his slate, or using his fingers for a brush and his ink-bottle for paint in making cabalistic designs on his desk-mate's books. He was a sandy-haired, red-faced, freckled boy, and the dunce of the school-room. Such was Edison, the man that discovered more about electricity than Morse would have thought possible. The boy, without a thought of future during his school-days, has become a man whose name will be handed down from generation to generation, and if his preceptor, that steady and well meant Scotchman, who ruled his scholars with a heavy rod, and always had a healthy hit with his ferrule for the tardy ones, could arise from his grave to-day and witness the wonderful doings of a scholar that he always considered a loser in all educational races, he would wonder. After I left school, I met young Edison serving employers in different capacities, first as an ice-cream and lemonade vender at his father's observatory at Fort Gratiot, Mich.; then as a pea-nut vender on the Grand Trunk railroad; then promoted to a newsdealer, and finally the publisher of a daily paper printed on the train. After awhile I again found him as a carrier of despatches for the Western Union telegraph company, and then as one of its chief operators. Through all those years that were made buoyant for him by his aspirations to be a man among men, there was smouldering in his breast a desire to accomplish something great, and how well he has carried it out the world now knows, and the sleepy boy has made his mark in indelible writing on the pages of history."

## Heat.

By UNCLE PHILIP.

Heat cannot be seen but it is one of the most powerful agencies in the world. Let us see what we can find out about it. When we touch anything—such as glass, wood, etc., we ascertain they have a difference in temperature—that is, some are hot and some cool and some cold. Now it is plain that these bodies differ in some quality and this is called heat.

If I should ask you how to produce heat you would say, build a fire, but fire is heat; so we must look more closely. Let us ask then, what fire is, for it is our usual way of getting heat. A fire is like a candle and this was explained some months ago; but it will be necessary to re-explain it because I have some new readers, and because it is really very curious. The tallow of the candle is turned into a gas and this rises and the oxygen of the air combines with it and thus a flame is produced—so you see that the union of the carbon of the candle and the oxygen of the air produces heat.

But how is it produced in the grate, or the stove? In the same way precisely the coal is turned into gas and the air unites with it; the blue gas may often be seen among the coals. Do you doubt that the coal can be turned into gas? If so you must visit a gas-works with me. Here you see men put a wheel-barrow load of coal into a tight iron box and then build a great fire underneath; in an hour the box is opened and it contains coke—the gas having been driven into the gasometer, from whence pipes lead it to the houses in the city. And gas can be got in the same way from wood, or rosin, or tallow, or grape-skins even.

Perhaps you ask how is heat to be started in the beginning. Ah, that must be a young philosopher who says that. Let us

look, let us experiment, for all knowledge in science must be got in that way. First, rub your hand quickly over the table. Do you not experience increased heat? Well, that will set us thinking.

We know that the Indians rub two pieces of wood together and thus produce a fire. And really that is the way we start a fire now. We take a stick and put on it some sulphur and some phosphorus and when we want to start a fire we rub the stick on something rough and it is accomplished. The phosphorus is put on because it will take fire with less heat than anything else that you can put on a stick; just the little heat caused by rubbing the match makes it take fire, that is, causes the oxygen of the air to unite with it; the heat thus caused sets the wood on fire.

Here is a beautiful experiment, is it not? It took a long time to find all that out. It was a puzzle people could not find out for 6,000 years, but the thinkers did not give it up but kept on thinking, thinking, THINKING. I can remember when matches were first used; they were very costly and were only used when the fire went out. In those days people used to keep a fire over night by burying the coals in ashes.

Still, we have not found out where the heat comes from that ignites the phosphorus when we rub the match, or that warms our hands when we rub them on the table. This is a question that has given the philosophers much thought, I can tell you. I do not know that I shall tell you, at least not at present. I will give you an experiment, however. That is, I will tell you what you can do and I want you to do it.

Take a piece of unslacked lime—or rock lime—stone lime, the people call it, sometimes, and put it in a dish and pour water on it. If you hold your hand over it you will find a good deal of heat has been produced. Now the next thing to do is to sit down and think over the matter. And while you are thinking I will perform a curious experiment. I will get two pieces of ice quite big and flat, and lay one on the table. The other, I will fit with a handle and put it on the first piece and draw it back and forth briskly. Even if I do this in cold, freezing weather streams of water run out; which show that the ice is melting.

Once people thought heat was something that was in everything. The old philosophers said there were four elements out of which things were made—Earth, Air, Fire and Water. They took wood, for example, and heated it and some liquid came out (water), and some gas (air) and there were ashes (earth) left, and the gas would burn (that was the fire). They said the fire could be driven out by rubbing, as is the case of rubbing one piece of wood on another. But they could not tell how pouring water on lime produced heat. That has been explained by modern philosophers.

I shall tell you of another curious thing that curious eyes have found out. There is a plant in the woods called Indian Turnip or Jack in the Pulpit, that sends up in the Spring a stem covered with small flowers. Now, if you take a small thermometer and put the bulb in among the flowers it will be found they are several degrees higher in temperature than the air. And, again, the gardeners make hot-beds by piling up stable manure. On these earth is placed and even when the ground is covered with snow, plants will grow luxuriantly.

Heat then is to be got by proper experiments, out of things you would suppose contained none. When I was a boy a fire took place in a brick "waste house," near a factory. Here cotton saturated with oil was put and it ignited—spontaneously, they said. I thought it was a curious thing and so I piled up some cotton in a box and found it grew warm, and I concluded that "waste cotton" was an unsafe thing to have around.—*Scholar's Companion*.

## Almost Young Again.

My mother was afflicted a long time with Neuralgia and a dull, heavy inactive condition of the whole system; headache, nervous prostration, and was almost helpless. No physicians or medicines did her any good. Three months ago she began to use Hop Bitters, with such good effect that she seems and feels young again, although over 70 years old. We think there is no other medicine fit to use in the family.—A lady in Providence, R. I.—*Journal*.

THE news of the opening of the Melbourne Exposition in Australia, was received in this city the same day. Still more marvellous is the fact that it was announced in London twenty-three minutes after it took place! The telegram contained sixty-nine words and passed over 4,238 miles of land and 9,070 of submarine cable.

## HORSFORD'S ACID PHOSPHATE

IN NERVOUS DEBILITY AND AS A TONIC.

I have used Horsford's Acid Phosphate during the past six months, with great satisfaction, in a large number of cases of nervous debility, and as a tonic after fevers.

W. B. FLETCHER, M. D.

Indianapolis, Ind.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**EASY STEPS FOR LITTLE FEET.** Edited by William Swinton and George R. Cathcart. Ivison, Blakeman & Taylor: New York and Chicago.

This volume has been prepared as supplementary reading to follow the First Reader. It consists of readings in prose and rhyme. It is generally felt that the need of supplemented reading is urged more for those who have finished the First Reader than for any other. The vocabulary is very limited, and the combinations of the words that can be used are not enough to fasten the meaning in the memory, for the meaning is derived from the context. This book supplies a need and will meet with a decided welcome.

The pieces, which are seventy-two in number are chosen with reference to interesting a child at the outset. Robinson Crusoe, a figure well-known in the child's panorama, is introduced, and the tale is made plain to a child's comprehension. Five spirited cuts illustrate the story. Red Ridinghood also appears in two parts, and there are many sweet stories and poems. A beautiful feature is the lesson that may be learned from each one of these pieces. "The Little Birds," page 78, and many others should be learned by heart. It may easily be seen that no small amount of care has been bestowed by its editors in the preparation of this volume. To have brought together such a volume of gems could be done by but few.

**GOLDEN BOOK OF CHOICE READINGS.** Edited by William Swinton and Geo. R. Cathcart. Ivison, Blakeman, Taylor & Co.: New York and Chicago.

This volume is intended to supplement a Second Reader. The pieces are selected with great care for a specific purpose,—to furnish reading of a not too difficult grade for children who have become able to read with some fluency. There are some pieces that address the perceptive faculties, some the imagination, and some that describe nature.

We find many new pieces in the book that have not before caught our eye. The selection and grading of these demand praise. It is not an easy task to select what will please, instruct and elevate all at the same time. "Child-lore, poetry, noble examples and attractive nature readings" form the staple of the volume. The words are defined in many cases and helps to the pronunciation given. The cuts are admirably calculated to enlighten the text.

**BOOK OF TALES.** Edited by William Swinton and George R. Cathcart. Ivison, Blakeman, Taylor & Co.: New York and Chicago.

This volume is a supplement to the Third Reader. The authors say that pupils who are to read this volume "are engaged in the study of arithmetic, geography and grammar, and need a connective to the one-sidedness of the technical routine. A deep craving is felt in all young minds for the food of fancy and feeling. If not satisfied by the healthful and pure in the realms of imagination and emotion, this craving will only find food in the garbage of perverted and sensational reading."

These facts should be widely known. The power of the press has brought out the good and the bad, and too often the bad is selected because there is no one to choose. The domain of literature is so large that it is a wonder that no more attempts have been made to supply the needs of children.

This volume is an attempt to gather from the folk-lore of every nation those beautiful creations that have delighted successive generations. An examination of the pages shows that such have been taken as combine the noblest sentiment with the finest fancy.

The authors are well-known—Grimm, Lowell, Whittier, Hood, Hawthorne, Lamb, in fact, it is quite a treasure house of literature. We know of no reason why tales as pure as these should not be read by the school-children, though they may be incomprehensible. Of course, the teacher will need to explain such pieces as Gilbert's "Yarn of the Nancy Bell," but any teacher who cannot do this had better seek some other occupation.

**READINGS IN NATURE'S BOOK.** Edited by William Swinton and George R. Cathcart. Ivison, Blakeman, Taylor & Co. New York and Chicago.

This volume is designed to follow a Fourth Reader. It aims to supply an elementary knowledge of nature, so that we have reading relative to plants and animals—both in prose and verse. The colors of flowers, the shapes of leaves, the varieties of trees and their differences, the structure of birds, the habits of insects and the labors of scientists and naturalists are all portrayed, and by the ablest hands. It is indeed quite remarkable how the poets and the finest writers have seized on these subjects. The "Skylark" by Shelley is only one example. "The Fringed Gentian," "The Palm Tree" are others quite as noted. We miss Bryant's "Planting of the Apple Tree" from this series. The fruits are well portrayed, so are the animals. It can scarcely be but every child with a healthy mind would select this book in preference to the trash that fills the so called "Boys' Papers." The day will come, we believe, when the choicest and best readings will be chosen by the children if their tastes are properly cultivated in the school-room.

There is no remissness greater than for the teacher to impart the power of reading and not instruct as to what is to be read. This volume will aid greatly in this direction and its scope and aim are to be commended.

**SEVEN AMERICAN CLASSICS AND SEVEN BRITISH CLASSICS.** Edited by William Swinton and George R. Cathcart. Ivison, Blakeman, Taylor & Co. New York and Chicago.

These volumes are supplementary to any Fifth Reader. Their aim is to furnish selections from the best writing in the English language. The American names selected are Irving, Cooper, Bryant, Hawthorne, Longfellow, Whittier, and Holmes; the English names are Addison, Scott, Lamb, Campbell, Macaulay, Tennyson and Thackeray.

There is need of such volumes. There is need that the incoherent reading to which most children are invited in school should be supplemented by something that shall display the riches that lie hid in English literature. It only needs that teachers shall appreciate the excellent work here undertaken and carried out in admirable proportions.

We heartily commend the enterprise of Messrs. Ivison, Blakeman, Taylor & Co. in issuing six such admirable volumes. The matter selected is well fitted for the purpose designed. The editors have done their part with skill and in admirable taste. Mr. Cathcart had already shown an ability to cull the choicest productions of the English language in his "Literary Reader," and these volumes bear testimony to his purity of choice. The illustrations deserve many

words of praise. The general make-up of the books is attractive and they are destined to a wide popularity.

**SCHILLER'S COMPLETE WORKS.** Edited with careful revisions and new translation by Charles J. Hempel, M. D. In two volumes, with illustrations by the best German artists. Philadelphia: J. Kohler, 911 Arch street.

This is a handsome edition of the works of the great German poet. Its chief features are, (1) completeness. Everything that Schiller wrote (with the exception of Greek and French translations) is gathered in these volumes: poems, dramas, histories, criticisms, etc. (2.) Translations. The mention of Bulwer, Coleridge, and Churchill, is an assertion of the merits of the translations which are embodied in this edition. (3.) Illustrations. The best artists of Germany have drawn the pictures, which decorate the book as well as illustrate its contents. (4.) General appearance. The two volumes are neatly bound and gilt lettered. The printing is praiseworthy, the type distinct. These books deserve a place in the library of every educated person.

Goethe and Schiller are representative poets of Germany. They lived at the same time, and were friends. But they were widely different in character. Goethe, ambitious, vacillating, yet making many friends, attached himself to the little Court of the Prince then reigning at Weimar, and led a comparatively luxurious life, petted and praised. Schiller's life was the very opposite. Lacking sharp business qualities, he continually struggled for substance. He wrote for liberty, philanthropy, and all things pure and good. He was one with his people, sympathetic and loving. His memory is cherished by his countrymen; and his works are familiar to every German. If Goethe is spoken of to a German as a great poet, the reply is, "Oh, yes; but have you read Schiller?" It is the last named who has exercised the greatest influence over his country.

The writings of such a man, such a genius, such a whole-souled patriot as Schiller should be widely read in America. We are glad to see the enterprise of the Philadelphia publisher who puts out this new edition which was first issued twenty years ago. The prices range from five dollars to eighteen, and place it within reasonable reach of all. Schools thinking of purchasing a set of Schiller's works should secure Kohler's edition. Public libraries and reading clubs will also do well to make a like choice. In fact we know of no publisher whose Schiller can rival the one we have mentioned.

**FREEMAN'S FRENCH VERBS.** A manual of the French Verb, showing its complete formation, designed to accompany every French Course. By Ellen Freeman. 18mo. Paper. 25 cents. Robert Clarke & Co.; Cincinnati.

A knowledge of the formation of the verb is absolutely essential to progress in the French language, and yet, owing to the blending of this subject with so many others in the grammars, the pupil finds after studying the best of them, that he has but a confused idea of the subject.

The Manual now offered to the public treats the Formation of the Verb apart from everything else, showing its clearness and simplicity so obviously that the duller mind cannot fail to understand and master it at once. The book is the result of successful experiment in the class-room; it is the oral instruction of an experienced teacher, written out in the belief that it will supply a want which other teachers and students have long felt as keenly as herself.

It will assuredly lighten the labor of the teacher and excite the admiration of the pupil by the beauty and naturalness of the construction. The Manual requires no change of text-books, as it is designed to accompany every French course, and for this reason has been put in so cheap a form that it is within the reach of all. Sent by mail, prepaid, on receipt of price.

**A MANUAL OF CLASSICAL LITERATURE.** By Charles Morris. Chicago: S. C. Griggs & Co.

This volume comprises biographical and critical notices of the principal Greek and Roman authors, with illustrative extracts from their works. Also a brief survey of the rise and progress of the various forms of literature, with descriptions of the minor authors.

Some knowledge of classical literature is essential to any tolerable degree of culture. Mr. Morris has here given such information as will be useful to any reader. Though designed for use in schools and colleges, it will be found of value to thousands who never undertake a classical course. Probably there is not so clear and comprehensive a view of classical literature to be found elsewhere. Like all the volumes of this house it is well printed and bound.

**PULPIT TABLE TALK.** By Edward B. Ramsay, L.L.D. Price ten cents.

**THE BIBLE AND THE NEWSPAPER.** By Charles H. Spurgeon. Price fifteen cents.

**LACON.** By C. C. Colton. Price twenty cents. (The Standard Series.) New York: I. K. Funk & Co.

The first two of these have just been issued in England and the above is the first American edition. We need not recommend them as all works admitted into the Standard Series are undeniably good.

## MAGAZINES.

An illustrated article in the November *Popular Science* should be read by all people who are concerned about the security of their dwellings. It is entitled "The Electric Burglar Alarm." Ravens, we are told in Dr. W. H. Gardner's paper on "A Flock of Mythological Crows" played a very important part in the literature of myths and fables in different times and countries. Industrial education is favored by Prof. S. P. Thompson. Herbert Spencer is represented in two articles. B. F. De Costa writes of the "Glacial Man in America."

A salt-water story by Sophie Swett opens the November *St. Nicholas*. Frank R. Stockton tells a fairy story with the pretty title, "The Magician's Daughter." Harlan H. Ballard organizes an "Agassiz Association" for young naturalists; he may be addressed at Lenox, Mass., for particulars. The editor, Mrs. Mary Mapes Dodge has a story called "The Crow-child."

The contents of the *North American Review* (November number) are ably written as usual and all extremely well timed. The several subjects which are just now occupying the public mind are discussed in the *Review*.

*Wide Awake* announces a quartet of serials for the new volume. The November number is one of the best of this year. The stories are good and plenty of them. Geo. Macdonald has written a story for older readers and it will be issued in monthly supplements to *Wide Awake* 1881.

Two novels will run through the coming year of *Harper's*, "Anne," by Miss Constance Fennimore Woolson, author of the lately-published "Southern sketches;" and Thomas Hardy's "A Laodicean," written for the magazine. These will be strikingly illustrated, the first by Rheinart, the other by Du Maurier.



# A BRAIN AND NERVE FOOD. VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and prevents consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists, or by mail, \$1.00.

## Some Things we Eat—No. III.

Canned goods are now so much used that we could hardly do without them. By putting fruit in tin cans or glass jars, and excluding the air, it tastes almost as when cooked in the proper season. American fruits and vegetables excel in quality those grown in any other part of the world, and there is a great business done in exporting them when canned. France used to lead in this branch of trade, and the fame of French sardines has extended far and wide, the business of canning them having been begun many years ago. Afterward the French canners turned their attention to mushrooms and peas. At first Americans put up only fruits and vegetables, then they turned to pot-pot meats of all kinds, then to condensed goods like milk and coffee, and more recently Boston baked beans, codfish balls and plum puddings are used. Shellfish and lobsters, oysters and clams may now be had in any market where American goods are offered for sale. There is a vast quantity of goods put up in every part of the country; sweet corn in Maine, the salmon of Oregon, etc. There are large canning factories situated on the Columbia river, which forms the boundary between Oregon and Washington Territories, that use salmon caught in vast quantities by the Indians, and are sold at a very low price. In Florida, the putting up of guava jelly is becoming quite a branch of business, while in Texas the amount of meat put up in cans is enormous. Even that most common of vegetables, which almost every farmer grows in his corn-field, the pumpkin, is now canned, while pumpkin flour has obtained a reputation. The business of putting up oysters at first attracted but little attention, but at the present time the Baltimore packers have more orders than they can fill. Even horse-radish is put up for export, while American pickles have a standard reputation in almost every European market.

## Get out Doors.

The close confinement of all factory work, gives the operatives pallid faces, poor appetite, languid, miserable feelings, poor blood, inactive liver, kidneys and urinary troubles, and all the physicians and medicine in the world cannot help them unless they get out of doors or use Hop Bitters, the purest and best remedy, especially for such cases, having abundance of health, sunshine and rosy cheeks in them. They cost but a trifle. See another column.—*Christian Recorder*.

## The Oldest Monument.

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